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ABSTRACT

A project was undertaken to help low-literate Alcoholics Anonymous (AA) and Narcotics Anonymous (NA) members develop the reading and writing skills needed to participate fully in AA/NA programs. A training program consisting of three 1.5-hour-long sessions and accompanying training guidelines were developed and used to train 21 student and 7 tutor AA/NA members in Philadelphia to work together as tutor-student pairs for the purpose of improving reading and writing skills while using AA/NA materials. Participants' written evaluations indicated that they found both the techniques and materials interesting and useful. The adults who used the materials for ongoing instruction stated that the materials supported their participation in AA/NA programs. The training manual and final project report were made available to literacy service providers throughout Pennsylvania. (Attached to this project report are the following: a project information sheet, miscellaneous mailing lists, a training flyer, student and tutor demographic information, and articles about the project. The AA/NA Student/Tutor Training manual, which contains guidelines and handouts for conducting three training sessions on using AA/NA materials to improve literacy skills, is also included.) (MN)

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Final Report

A.A./N.A. Student/Tutor Training

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Project # 98-3009

Fiscal Year 1993

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636 South 48th Street
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ABSTRACT

The purpose of this project was to help low literate Alcoholics Anonymous (A.A.) and Narcotics Anonymous (N.A.) members develop the reading and writing skills which they need to participate fully in A.A. and N.A. programs. A tutor training and instructional materials were developed. A.A. and N.A. members were trained to work together as student/tutor pairs. The materials were used for tutoring, small group instruction, and inservice meetings with A.A. and N.A. members.

The activities and materials developed are based on the following assumptions:

1) Participants are part of an A.A. or N.A. program.
2) Participants have access to the materials recommended in the training.
3) Participants recognize the importance of adequate reading and writing skills to participate fully in A.A. and N.A. programs and want to either improve their own reading and writing skills or tutor another A.A. or N.A. member.

The activities in this project in no way replace participation in A.A. and N.A. programs.

The training, consisting of 3 sessions, each 1.5 hours long, explains how to improve reading and writing skills while using A.A. and N.A. materials. It covers r[illegible]g and writing processes and techniques and provides a chance to apply what is learned to A.A. and/or N.A. materials.

Materials developed through this project include trainers' guidelines and workshop packets. The packets include materials on the processes of reading and writing, strategies for reading and writing, and instructional materials specific to A.A. and N.A members.

The training and materials were field tested with both A.A. and N.A. members. Revisions were made when necessary based on the field tests.

In addition to their use in tutor training, the materials were used to provide instruction for low level A.A. and N.A. members in existing small groups and at inservice meetings.

The immediate audience for the project was low literate A.A. and N.A. members in Philadelphia. The training and materials are appropriate for use with low literate A.A. and N.A. members statewide.

INTRODUCTION

PURPOSE

The purpose of this project was to provide low literate A.A. and N.A. members with the opportunity to develop those skills necessary to participate more fully in A.A. and N.A. programs. It provided training to enable A.A. and N.A. members with higher literacy skills to tutor those with more limited skills. It developed materials which can be used in a variety of settings including individual tutoring, group instruction, and inservice meetings for students and tutors.

Through this project the Center for Literacy (CFL):

- produced materials to help low literate A.A. and N.A. members to participate more fully in A.A. and N.A. programs;
- developed a student/tutor training to prepare A.A. and N.A. members with low level literacy skills to be students and those with higher level skills to be tutors;
- piloted the materials and training;
- documented the process of implementing tutoring programs with A.A./N.A. members and alternative ways of supporting A.A./N.A. participants, and
- supported instruction of low literate A.A. and N.A. members.

TIME FRAME

This was a twelve month project, July 1992 through June 1993.

STAFF AND KEY PERSONNEL

The project director, Rose Brandt, oversaw project activities. Daniel Smythe publicized activities, collaborated with the project director in developing the student/tutor training and the materials, provided training, and supported instruction in pairs, small groups, and at inservice meetings.

AUDIENCE

The immediate audience for the project was low literate A.A. and N.A. members in Philadelphia. The training and materials are appropriate for use with low literate A.A. and N.A. members statewide.

This project was funded by:

The Pennsylvania Department of Education
Division of Adult Basic and Literacy Education Programs
333 Market Street
Harrisburg, PA 17126-0333

Permanent copies of the report will be on file for the next five years with:

AdvancE
333 Market Street
Harrisburg, PA 17126-0333

BODY OF REPORT

STATEMENT OF THE PROBLEM

Limited literacy skills can affect an adult's ability to participate in recovery programs for drug and alcohol abuse. Materials used by rehabilitation programs are often high level and, in the case of many A.A. materials, use vocabulary and sentence structure which are archaic. At A.A. and N.A. meetings, members take turns reading from program materials. Adults who do not have adequate reading skills may avoid meetings so that their limited skills will not be discovered. Twelve step programs also require writing, such as taking a personal inventory in the fourth step. Those with limited writing skills may skip steps important to their recovery rather than have their limited skills detected.

Daniel Smythe, an active A.A. member, has been concerned about the impact of limited reading and writing skills on new members for some time. As a CFL educator for many years, he encountered students who were in recovery and who felt that limited reading and writing skills were making the process difficult for them. They stated that in the early stages of recovery their self-esteem was low and that being identified as having limited reading and writing skills was one more source of embarrassment for them. Dan worked with several individuals using A.A. materials to help them improve their skills. It was his experience which planted the seed for this project.

Through this project, staff developed a training to enable A.A. and N.A. members with higher literacy skills to tutor those with more limited skills and created materials which can be used in a variety of settings including individual tutoring, group instruction, and inservice meetings for tutors and students.

The training consists of 3 sessions, each 1.5 hours long. It covers reading and writing process and techniques and provides a chance to

apply what is learned to A.A. and/or N.A. materials. In spite of the apparent inaccessibility of the language in these materials, low literate adults can learn to read them because a limited number of materials are used and these are reread repeatedly. Word study is used opportunistically to help the adults figure out uncommon words which they encounter and to understand the meaning of these words. The meaning of obscure passages is explored through rewriting them in one's own words, in familiar sentence structure.

Materials developed through this project include a workshop packet consisting of trainers' guidelines and workshop handouts for each session. The handouts include the workshop agenda; materials on reading, writing, and opportunistic teaching; and reading, writing, and opportunistic teaching activities to be used with selected materials. Trainers should feel free to include other A.A. and N.A. materials as appropriate.

Staff of A.A. Inner Group, the five county clearinghouse for A.A. materials, was informed about the project from the beginning and received regular updates. To identify A.A. and N.A. members interested in and in need of instructional services, staff mailed information to 42 programs: 14 rehabilitation sites, 8 club houses, and 20 A.A. groups (See attached information sheet and mailing lists.). Most of the rehabilitation site residents were recovering from drug addictions. The club houses and A.A. groups are for individuals with problems with alcohol. Information on the project was mailed to all programs. Follow up telephone call were made to rehabilitation sites and eleven meetings were held with rehabilitation site staff. As a result, a training was offered at one rehabilitation site. Information was presented at 15 A.A. meetings. Two trainings were offered at the Mayor's Commission on Literacy's site in center city Philadelphia to respond to interest generated by the meeting presentations. Information on these trainings (flyer attached) was sent to the 42 programs mentioned above and to all 425 ABLE programs on the Commission's mailing list.

Read On
News from the Mayor's Commission on
Literacy in Philadelphia Summer, 1993

ATTENTION ALL SITES!

Is your site open during the summer?

Does your site need learners or tutors?

PLEASE CALL THE MCOL 875-6602

Literacy Leadership 2000

On Saturday, April 17, and Tuesday, April 20, the Mayor's Commission on Literacy held its first Site Coordinator Training at St. Joseph Baptist Church in West Philadelphia. The training sessions, attended by a total of twenty-three coordinators from sites around the City, presented information on a variety of topics relevant to providing the highest quality literacy services to adult learners. Training topics included understanding learner-centered instruction, promoting learner and tutor retention, developing goals and objectives for literacy sites, and understanding available avenues for funding. The Commission plans to hold two more trainings by the end of the year and expects that 50 site coordinators will become certified during 1993. For more information about the site coordinator training, call Jim Landers at the MCOL, 875-6602.

Literacy and Sobriety

I'd like you to meet Joe. Joe is thirty-seven years old. He's divorced and has two kids who are 10 and 12 years old respectively. He worked in a factory in Philadelphia until about six months ago when he was laid off. Joe used to drink heavily when he was employed, but he has always been proud that his drinking never affected his work. Since he's been laid off, though, Joe has been drinking more and more—he's had two blackouts in the past week and decided he needed to find some help. He attended a meeting of a local Alcoholics Anonymous group at the suggestion of a friend. At the first meeting, Joe was given some background information about AA to read, but he had a problem with the material. He had dropped out of school in the tenth grade and his reading skills weren't so good. He couldn't understand most of the information he was given to read. Joe wanted to go back to the next meeting—the people there were friendly and he knew he needed to beat this drinking problem, but the thought of admitting that he couldn't read after standing up and saying that he had a drinking problem....

The story above is fictitious, but it may not be far from the truth for some adults who try to take control of their lives over substance abuse through programs like Alcoholics Anonymous and Narcotics Anonymous. These programs rely on members reading the organization's materials in order to maintain sobriety.

In the fall of 1992 and spring of 1993, the Center for Literacy, funded by a PA Department of Education Section 353 grant, presented workshops on understanding Alcoholics Anonymous materials for low-level readers. The workshops, coordinated by Dan Smythe and Rose Brandt, were designed to assist sponsors and friends of Alcoholics Anonymous members. The workshops helped sponsors to work with reading materials used at Alcoholics Anonymous meetings so members with reading difficulties can participate more freely.

"Hopefully, more workshops like this one will make people aware that improving people's reading skills can sometimes help them succeed in staying sober."

"The real focus of these sessions," said Smythe, "was not on helping sponsors and friends to become reading teachers or even tutors per se—the emphasis is on helping people to stay sober. Reading in this case is another tool in staying sober."

This workshop dealt with the basic documents that members need to read in an Alcoholics Anonymous meeting situation, including the AA preamble and the twelve steps. Dan Smythe added, "It can be very intimidating for new AA or NA members to be called upon to read from what the AA calls the 'Big Book' or to have to act as a chair for a meeting for the first time. Hopefully, more workshops like this one will make people aware that improving people's reading skills can sometimes help them succeed in staying sober."

For more information about this program, call Rose Brandt at the Center for Literacy, 474-1235.

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Participants in the three trainings enjoyed the sessions and found the materials interesting. They were not, however, interested in ongoing tutoring. Although we had met the training requirements of the project by providing these three trainings, we had not met the goal in terms of level of service to students. More importantly, we felt that we had not found a viable ongoing instructional model.

Thinking back to Dan's experiences discussed above, we decided to identify students already receiving instruction who would be interested in A.A. or N.A. materials and techniques for using them. We found that the materials could be used with individuals who had not participated in the training. The activities and materials were presented at an inservice meeting to support existing tutoring activity and to a small group whose members were in A.A. and N.A. programs. The activities were well received. The participants felt that the 12 Steps Workbook in particular supported their participation in rehabilitation programs.

GOALS AND OBJECTIVES

1. To develop a 3 session, 4.5 hour workshop for students and/or tutors which provides training in reading and writing techniques and how to apply these techniques to A.A./N.A. Materials.

2. To train 10-15 students from A.A./N.A. groups.

3. To provide 3-4 workshops to help students develop the reading and writing skills necessary to participate fully in A.A. and N.A. programs.

4. To provide A.A./N.A. materials as resources for students, tutors, and teachers.

5. To develop training guidelines which include documentation of our current understanding of the challenges of implementing tutoring programs with A.A./N.A. members and alternative ways of supporting A.A./N.A. participants.

OBJECTIVES MET

Objective 1.
A 3 session, 4.5 hour workshop for students and/or tutors was developed. The training teaches participants reading and writing techniques and how to apply these techniques to A.A./N.A. Materials.

Objective 2.
Project staff trained 21 students 7 tutors. (See attached demographics.)

Objective 3.
Training was provided in the following ways:

3 student/tutor trainings,
1 inservice,
1 small group session.

Objective 4.
A.A./N.A. materials were provided to the 21 students and 7 tutors trained. In addition, materials were provided to A.A. and N.A. programs, and to CFL teachers, students, and tutors who requested them.

Objective 5.
Training guidelines were developed. These contain the logistics for conducting training sessions as well as documentation of the challenges of implementing tutoring programs with A.A./N.A. members and alternative ways of supporting A.A./N.A. participants.

OBJECTIVES NOT MET

All objectives of the project were met or exceeded.

EVALUATION

As stated above, all objectives of the project were met or exceeded. Participants written evaluations of the trainings indicated that they found both the techniques and the materials interesting and useful. Adults who used the materials for ongoing instruction reported feeling that the materials supported their participation in A.A. and N.A. programs.

DISTRIBUTION

The A.A./N.A. Student/Tutor Training and the final report on the project will be available to literacy service providers state-wide through AdvancE. It will also be shared through Tutors of Literacy in the Commonwealth through submission of a summary to their newsletter. The manual will be placed on CFL's list of publications which has nationwide circulation.

CONCLUSION

Limited reading and writing skills can interfere with an individual's participation in A.A. and N.A. programs. Instruction can be provided which supports the development of reading and writing skills while using A.A. and N.A. materials.

This project provided serves to A.A. and N.A. members through the following models:

Individual tutoring

A.A. and N.A. members with higher literacy skills were trained to tutor those with more limited skills.

Inservice Meetings

A.A. and N.A. members already active in ABLE programs were shown how their instruction could support A.A. and N.A. participation by using A.A. and N.A. materials.

Small group instruction

Materials were used with existing ABLE groups whose members were in A.A. and N.A.

The activities of this project are not intended in any way to replace participation in A.A. or N.A. programs, They are intended to support individuals who are already a part of A.A. or N.A. programs, have access to the recommended materials, and recognize the importance of adequate reading and writing skills to participate fully in A.A. and N.A. programs.

ATTACHMENTS

Project Information Sheet

Mailing Lists

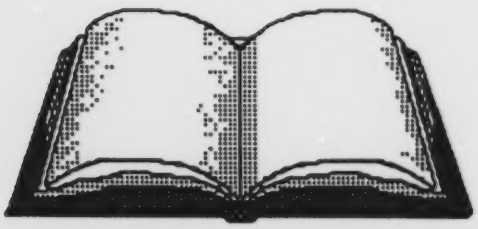
- Rehabilitation Sites
- Club Houses
- A.A. Groups

Training Flyer

Student and Tutor Demographics

Read On article

Report on Literacy Programs article



ATTENTION SPONSORS

Are you working with a new member who has difficulty with reading the AA materials? Are they not taking part in the meetings as fully as they could? Do they pass the Big Book to the next person because they cannot read well enough? Are they afraid to chair a meeting because they have to read the preamble? Do they ask someone else to read it? Do you want to help them read and understand the material which is so important to their sobriety? If so.....

There will be a four and a half hour workshop, split into three 90 minutes sessions, that will cover special techniques and methods of helping someone improve their reading skills. AA/NA material to be used will include:

The AA preamble
"How it Works" from Chapter 5 of the Big Book
The 12 steps
Writing for the fourth step.

The trainer at these sessions will be an AA member.

For more information on dates, times and locations, call:
Mr. Dan Smythe
537-8345.

You do not have to be a sponsor to help a fellow member.
Think about it.

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SPONSORED BY THE CENTER FOR LITERACY
FUNDED BY THE PENNSYLVANIA DEPARTMENT OF EDUCATION

Rehabilitation Sites

Caton House
3914 Lancaster Avenue
Philadelphia, PA 19140

John Czmar Treatment Center
1007 West Lehigh Avenue
Philadelphia, PA 19133

Drug Rehabilitation Center
229 Arch Street
Philadelphia, PA 19106

Fresh Start One
3309 Frankford Avenue
Philadelphia, PA 19134

Genesis II
1214 North Broad Street
Philadelphia, PA 19133

Girard Medical Center
8th Street and Girard Avenue
Philadelphia, PA 19133

Jefferson Cocaine Treatment Program
1021 South 21st Street
Philadelphia, PA 19146

McKean House Drug Rehabilitation
2000 South 7th Street
Philadelphia, PA 19148

Northeast Treatment Center
2205 Bridge Street
Philadelphia, PA 19137

One Day at a Time
2310 North Broad Street
Philadelphia, PA 19133

Outley Inc.
6901 Woodland Avenue
Philadelphia, PA 19142

Red Shield Residence
715 North Broad
Philadelphia, PA 19133

Riverside House
9549 Milnor Street
Philadelphia, PA 19114

We the People
425 South Broad Street
Philadelphia, PA 19147

A.A. Inner Group

1217 Chestnut Street, 10th floor
Philadelphia, PA 19107

A.A. Club Houses

Avenue A.A.
3351 Kensington Avenue
Philadelphia, PA 19143

The Life and Death Group
4730 Blakiston Street
Philadelphia, PA 19136

Neighborhood Club House
6523 Elmwood Avenue
Philadelphia, PA 19142

Northeast Club House
4318 Frankford Avenue
Philadelphia, PA 19124

Recovery Club House
202 South 12th Street
Philadelphia, PA 19107

South Philadelphia Club House
1605 East Moyamensing Avenue
Philadelphia, PA 19148

Upper Darby Club House
7109 West Chester Pike
Upper Darby, PA 19082

4021 Club House
4021 Walnut Street
Philadelphia, PA 19104

A.A. Groups

Boulevard A.A. Group
Saint Gabrielle's Episcopal Church
10th Street and Roosevelt Boulevard
Philadelphia, PA 19140

Center City A.A. Group
Saint Luke's
330 South 13th Street
Philadelphia, PA 19103

Community A.A. Group
Holy Communion Church
2111 Sansom Street
Philadelphia, PA 19103

Foot Prints A.A. Group
Saint Mary Cathedral
8630 Ridge Avenue
Philadelphia, PA 19128

Good News A.A. Group
6809 Ridge Avenue
Philadelphia, PA 19128

Grape Vine Discussion Group
Frankford Community Center
1537 Deal Street
Philadelphia, PA 19124

Hope A.A. Group
Old Pine Street Church
412 Pine Street
Philadelphia, PA 19106

Juniata Park A.A. Group
Holy Innocents Rectory
Glendale and Hunting Park Avenues
Philadelphia, PA 19124

Locust Street A.A. Group
Saint Mark's
16th and Locust Streets
Philadelphia, PA 19103

Midtown A.A. Group
Trinity Church
19th and Walnut Streets
Philadelphia, PA 19103

Mustard Seed A.A. Group
First Baptist Church
17th and Sansom Streets
Philadelphia, PA 19103

New Life A.A. Group
1901 East Ontario Street
Philadelphia, PA 19134

Parkside A.A. Group
5053 Walnut Street
Philadelphia, PA 19139

Salerno Beechhead A.A. Group
University Lutheran Church
37th and Chestnut Streets
Philadelphia, PA 19104

South Philadelphia A.A. Group
1605 East Moyamensing Avenue
Philadelphia, PA 19148

Stepping Stones A.A. Group
4945 Friendship Street
Philadelphia, PA 19135

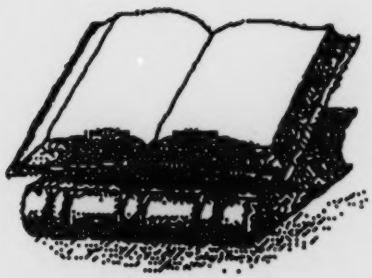
Vernon Park A.A. Group
Thelma Nichols Building
47 East Haines Street
Philadelphia, PA 19144

We Care A.A. Group
Ridgeway Community Center
Broad and Christian Streets
Philadelphia, PA 19146

Wissinoming A.A. Group
5817 Torresdale Avenue
Philadelphia, PA 19135

Young Men's A.A. Group
Nativity School Basement
Belgrade and Madison Streets
Philadelphia, PA 19134

ATTENTION
SPONSORS AND FRIENDS



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There will be a four and a half hour workshop, split into three 90 minutes sessions, that will cover special techniques and methods of helping someone improve their reading skills. AA/NA material to be used will include:

The AA preamble
"How it Works" from Chapter 5 of the Big Book
The 12 steps
Writing for the fourth step.

The trainer at these sessions will be an AA member.

Trainings, listed below, will be held at the
Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor

SESSION 1

Session 1	Tuesday, March 30
Group H25	3:00 - 4:30 p.m.
Group H26	6:00 - 7:30 p.m.

SESSION 2

Session 2	Thursday, April 1
Group H25	3:00 - 4:30 p.m.
Group H26	6:00 - 7:30 p.m.

SESSION 3

Session 3	Tuesday, April 6
Group H25	3:00 - 4:30 p.m.
Group H26	6:00 - 7:30 p.m.

For more information and registration, call:
Mr. Dan Smythe at 537-8345
or at the Mayor's Commission on Literacy, 875-6602.

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Report on Program Activities
A.A./N.A. Student/Tutor Training
Project #98-3009
Fiscal Year 1993

In the original proposal, CFL noted that anonymity must be provided since participants were all members of A.A. or N.A. programs. No student or volunteer tutor data forms have been submitted for this reason. Data are presented here in aggregate because of the need to respect the anonymity of the participants.

Total Number of Students	Total Number of Tutors*
21	7

Average # of hours per student: 4.5 (4.5 hours is the length of the training.)

Student Characteristics

Minority Status	Native American	Asian	Hispanic	Black	White
	0	0	0	16	5

Sex of Student:	Male	Female
	5	16

Student Age Group:	16-24	25-44	45-59	Over 60
	6	10	4	1

Student Level:	ESL	Grade 0-4	Grade 5-8	GED 9-12
	0	12	9	0

Completion Status: All students completed the training.

Program Impacts on Students

Improved Basic Skills	21
Met personal objectives	21

* Data on paid staff were submitted in agency program data reports.

Characteristics of Program Staff*: 1992-93

Paid Full Time	Paid Part Time	Volunteer
Data for paid staff were submitted in agency program data reports.		7

Staff Position: Tutor - 7

Staff Minority Status

Native American	Asian	Hispanic	Black	White
0	0	0	4	3

Sex of Staffperson:	Male	Female
	0	7

Staff Age Group:	16-24	25-44	45-59	Over 60
	2	2	2	1

Teaching Level:	ESL	Grade 0-4	Grade 5-8	GED 9-12
	0	6	1	0

* Data on paid staff were submitted in agency program data reports.

Around the States

NEW JERSEY — The state Advisory Council on Adult Education and Literacy said June 30 it will survey 100 large and mid-size businesses to see which have basic skills programs for employees. The council has established three working groups to examine the many facets of family literacy, the literacy delivery system and workplace literacy — all components of the state's literacy objectives. "Workplace literacy is really at the end of the tunnel," said John Ryan, the workplace working group facilitator. Ryan added that if family literacy and other programs work, then there would be no need for workplace literacy. "Many illiterate employees are also parents," he said. The council is co-chaired by New Jersey First Lady Lucinda Florio and Rutgers professor Janice Levin.

NORTH CAROLINA — Wake Technical Community College's literacy program completed the first year of a three-year "Literacy Through The Arts" partnership with the National Endowment for the Arts and the North Carolina Arts Council. A playwright worked with 15 adult literacy classes, using his craft to help students improve their basic skills, critical thinking and problem-solving through writing and acting in plays. The second year of the partnership will focus on a comprehensive evaluation of the first year with implications for future adult literacy programs. Contact: Dr. Joye Norris, Wake Community College, (919) 715-3434 or Sheila Wright, North Carolina Arts Council, (919) 733-7897.

PENNSYLVANIA — This spring, Philadelphia's Center for Literacy presented workshops on understanding Alcoholics Anonymous (AA) materials for low-level readers. The workshops helped AA sponsors work with reading materials used at AA so members with reading difficulties can freely participate at AA meetings. "The real focus of these sessions was not on helping sponsors to become readers or even tutors per se — the emphasis is on helping people to stay sober," said Dan Smythe, one of the workshop coordinators. Contact: Rose Brandt, Center for Literacy, (215) 474-1235.

UTAH literacy advocates Judith Keller and national champion cyclist Nelson Cronyn will tandem-bike from Utah to Washington, D.C., in an effort to raise public awareness of literacy issues. The campaign, "Bike for Literacy," is sponsored by the Utah Literacy and Adult Education Coalition and the Utah State Office of Education. The pair will embark July 31, arriving Aug. 2 in Salt Lake City for promotional events scheduled from noon to 2 p.m. Interested parties nationwide are encouraged to participate in the tour. Contact: Sondra Friedman, VISTA, (801) 538-7762.

Upcoming Events

Regional Summit: Southwest Literacy and Lifelong Learning Conference will be held Sept. 8-9 in Dallas, cosponsored by the National Center for Family Literacy and the Southwest Literacy Network. For more information, contact Lucy Duncan or Julie Pope with the National Alliance of Business in Dallas, (214) 373-0854.

The Fourth Annual U.S. Department of Labor/Rocky Mountain SER Literacy Conference will be held Sept. 22-24, in Denver. This year's theme is "Enriching the Community through Literacy," and each day will focus on a different component of literacy: Early Childhood and Family Development (Sept. 22), General Adult Literacy (Sept. 23) and Workplace Literacy (Sept. 24). Exhibit space is available. For reservations, contact Anita DeMarco by Aug. 20 at (303) 538-3226.

Federal Register Notices

State Capacity-Building Awards — The National Institute for Literacy (NIL) has forwarded the application form governors will use to apply for "state capacity-building awards" to the Office of Management and Budget for approval. The awards were established by the National Literacy Act. Governors can apply for them on behalf of their state literacy resource centers, which will use the money to create "a performance-measurement, reporting and improvement system that can be applied to all adult literacy and basic skills programs in a state." The institute expects about 20 governors to apply for the awards. The resulting performance measures will become models for use by other states. Look for the institute to

(Continued)

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BUREAU OF ADULT BASIC
AND LITERACY EDUCATION

A.A./N.A.

Student/Tutor Training

Project #98-3009, Fiscal Year 1993
June 1993

Center
For
Literacy

Center for Literacy, Inc., 636 South 48th Street, Philadelphia, PA 19143
(215) 474-1CFL
Jo Ann Weinberger, Executive Director
Rose Brandt, Director of Educational Planning

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Staff and/or clients at the following residences worked with us in planning and field testing the project and materials:

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CFL learners in Northeast Philadelphia
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Genesis, Joe B.
One Day at a Time, Sister Margaret McKenna
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Riverside Rehabilitation Center, Ed L.

Peg at A.A. intergroup, the five county clearinghouse for A.A. materials, acknowledged the need for the program and supported our efforts

The Mayor's Commission on Literacy originally proposed the idea for A.A./N.A. trainings. Members of the commission staff, in particular Executive Director Donna Cooper, were supportive throughout the project.

The A.A. and N.A. members who participated in the project and trained to be students or tutors. Their input and evaluation of the workshops and materials helped to make the training relevant for future trainees.

The A.A./N.A. Student/Tutor Training built on the Center for Literacy's Student/Tutor Orientation. We would like to recognize the contributions of CFL trainers past and present who provided the foundation on which this project built.

Introduction to the A.A./N.A. Student Tutor Training

This project was intended to help low literate A.A. and N.A. members develop the reading and writing skills which they need to participate fully in A.A. and N.A. programs. A.A. and N.A. members were trained to work together as tutor/student pairs. The training and materials developed explain how to improve reading and writing skills while using A.A. and N.A. materials.

The activities and materials developed are based on the following assumptions:

1) Participants are part of an A.A. or N.A. program.
2) Participants have access to the materials recommended in the training.
3) Participants recognize the importance of adequate reading and writing skills to participate fully in A.A. and N.A. programs and want to either improve their own reading and writing skills or tutor another A.A. or N.A. member.

The activities in this project in no way replace participation in A.A. and N.A. programs.

The training consists of 3 sessions, each 1.5 hours long. It covers reading and writing processes and techniques and provides a chance to apply what is learned to A.A. and/or N.A. materials.

The training is based on a whole-language approach to reading and writing. It suggests working with relevant connected text, in this case, A.A. and N.A. materials. Skills are presented using opportunistic teaching, that is, they come from the reading or writing activities in which the student is engaged.

Students and tutors participate together in the training so that both can learn what reading and writing are and how they are learned. Collaborative learning is a key piece of this training. Students and tutors work together planning, doing, and evaluating.

Materials developed through this project include a workshop packet consisting of trainers' guidelines and workshop handouts for each session. The handouts include the workshop agenda; materials on reading, writing, and opportunistic teaching; and reading, writing, and opportunistic teaching activities to be used with selected materials. Trainers should feel free to include other A.A. and N.A. materials as appropriate.

A.A./N.A.

Student/Tutor Training

Session 1

A.A./N.A. Session 1 Guidelines

1. Introduction **(15 min.)**

Objectives:
- Help participants get to know each other.
- Familiarize participants with CFL.
- Explain the goals of the project.
- Give a brief overview of the training.
- Provide an overview of Session 1.

Materials: Name tags
Session 1 Agenda
Signs with key words and phrases from D below

Format: Full group

Procedures:

A. Have participants introduce themselves and share what they want to get out of the training.

Notes to the trainer -
- *Participants may share only first names if they choose.*
- *Determining whether a participant is a tutor or student is not necessary at this point.*
- *Make a mental note of participants whose goals or needs exceed the scope of the training, e.g., someone who is not interested in reading A.A./N.A. materials or an individual who is looking for counseling support. Discuss options with them at the end of Session 1.*

B. Familiarize participants with the Center for Literacy.
- founded in 1968, served over 2200 students in 1992.
- mission: "To provide free literacy instruction and a wide range of other adult literacy services that respond to the diversity of individuals and enable adult learners to meet their goals."
- services include teaching basic literacy, defined as reading, writing, math and ESL, in classes and small groups or one-to-one tutoring.
- sites in all areas of the city where students can participate in classes or one to one tutoring.
- committed to a whole-language approach, stressing use of meaningful units of language rather than isolated words or sounds, and to collaborative learning oriented to student goals.

C. Explain the A.A./N.A. Student Tutor Orientation project.
   - The goals of this project are to help individuals develop reading and writing skills to enable them to participate more fully in A.A. or N.A. activities.
   - The A.A. materials used in the training include The A.A. Preamble, How It Works, The Promises, and The 12 Steps.
     Note: The activities in the training center mainly around A.A. materials. We found that most N.A. participants were familiar with and comfortable with these. In fact, most were participating in or had participated in A.A. groups at some point. N.A. materials which are included as alternatives include Who is an addict? and The Serenity Prayer.
   - While the techniques for reading and writing can be used with any material, individuals who want to go beyond A.A./N.A. materials are encouraged to participate in CFL's complete Student Tutor Orientation.

D. Provide a brief overview of the training and the underlying philosophy. As the **key** words and phrases are mentioned, these are posted as an ongoing reminder of the training philosophy.
   - The training consists of 3 sessions, each 1.5 hours long.
   - It covers reading and writing techniques and provides a chance to practice these techniques with A.A./N.A. materials.
   - It includes both tutors and students because we feel that both need to know **how reading and writing work**.
   - It emphasizes **collaborative** learning in which the tutor and student work together to set goals, select materials, and evaluate how things are going.
   - It uses **relevant materials** and activities for reading and writing because this develops the habit of **establishing a purpose** for reading or writing.
   - It suggests working on reading using **connected text**, e.g., sentences or paragraphs, because that enables the reader to start **making meaning** of what s/he reads and that what reading is about.
   - It encourages teaching **reading and writing together** because they are related and learning one helps in learning the other.
   - It suggests **teaching writing from the beginning** because all adults have something to contribute. The trick is learning the techniques to get the ideas down on paper.
   - It presents skills using an approach called **opportunistic teaching**. This means that the skills covered come from the reading or writing activities in which the student is engaged. That way they are relevant and can be practiced immediately.

E. Provide an overview of Session 1.

- Session 1 will first introduce the reading process.
- It will model 2 techniques for reading material using The A.A. Preamble.
- It will provide an opportunity to evaluate how the techniques worked.
- Finally, it will introduce opportunistic teaching based on the material read.

2. The Reading Process (25 min.)

Objectives:

- Introduce the concept of pre-reading, during-reading, and after-reading activities.
- Provide experience with pre-reading, during-reading, and after-reading activities.
- Demonstrate 2 techniques for reading together - listening and echo reading.
- Explain the value of rereading.

Materials: The A.A. Preamble
(Alternative reading for N.A. trainings - Who is an addict?)
Blackboard and chalk or newsprint and markers

Format: Full group

Procedures:

A. Facilitate a pre-reading discussion of The A.A. Preamble. (10 min.)

Brainstorm ideas of what A.A. is or does and what it isn't or doesn't do. Ask participants what they can recall from The A.A. Preamble. Record the ideas on the board. Only list ideas that come from the group. Ideas may include the following:

What A.A. is/does	What A.A. isn't/doesn't do
fellowship	*allied with any sect*
share experiences	*allied with any politics*
share strengths	*allied with any institutions*
share hopes	*endorse or oppose causes*
solve a common problem	*collect dues*
stay sober	*engage in controversy*
help others stay sober	
self-supporting	

B Introduce ways of reading. (5 min.)

1) Listening

Refer participants to The A.A. Preamble and explain that you are going to read The A.A. Preamble to them while they follow along.

Read The A.A. Preamble to the group.

Explain that one way for tutors and students to read material is for the tutor to read the material to the student.

2) Echo Reading

Explain the value of rereading to increase both reading fluency and comprehension.

Explain that another way for tutors and students to read material is called Echo Reading. In Echo Reading, the material is first read to the student and then reread by the student.

Describe the process of Echo Reading:

- the tutor reads a meaningful phrase or sentence while the student follows along,
- the student rereads this same section.

Use The A.A. Preamble to demonstrate Echo Reading to the group with the trainer reading the material first and participants reading it after the trainer.

C. Facilitate after-reading discussion of The A.A. Preamble. **(5 min.)**

Lead a discussion of additional ideas of what A.A. is and does and what it isn't and doesn't do. Ask participants what additional ideas they remember from the reading of The A.A. Preamble. Add additional ideas to the board list created above. Participants should be encouraged to refer to the text if that is helpful.

What A.A. is/does	What A.A. isn't/doesn't do
additional ideas	*additional ideas*

D. Review the reading process. **(5 min.)**

Write "The Reading Process" on the board. Ask participants to identify the reading activities that were used in reading The A.A. Preamble. Record the participants responses and highlight pre-reading, reading, and after-reading as the main parts of the reading process. If these ideas do not come from the participants, add them to the list.

Write "Ways to Read" on the board. Ask participants to identify the two ways to read that were used in reading The A.A. Preamble. Record the participants responses and highlight Listening and Echo Reading. If these ideas do not come from the participants, add them to the list.

Explain that the reading process and techniques for reading will be continued in Session 2.

3. Writing - The A.A. Preamble Worksheet **(15 min.)**

Objectives:
- Show the use of writing to record and summarize ideas from reading.
- Relate reading and writing.
- Use the Language Experience Approach in writing

Materials: The A.A. Preamble
The A.A. Preamble Worksheet
(Alternative materials for N.A. trainings
- Who is an addict?
- Who is an addict? Worksheet)

Format: Full group
Pairs or small groups
Full group

Procedures:

A. Record and summarize ideas from The Preamble. **(10 min.)**

Refer participants to The A.A. Preamble Worksheet. Explain that they will use this to record the ideas that the group identified about what A.A. is and does and what it isn't and doesn't do.

Have the group work in pairs. If tutors and students who will be working together are there, they should be paired. Other individuals, whether tutors or students should pair up as convenient. If there is not an even number of participants, groups of 3 are fine.

Suggest that pairs or small groups work together on one worksheet, selecting one member of the group to record the groups ideas. Point out that each group can decide whether to look for their ideas in The A.A. Preamble or the lists that the entire group created on the board.

Bring the entire group back together and share how the activity went.

B. Relate reading and writing. **(5 min.)**

Point out that writing is a logical activity following reading. Explain that working on reading and writing together enhances the learning of both.

Explain that in the writing activity that they did, one person wrote the ideas for the whole group. Point out that this is a form of the Language Experience Approach that you will talk more about later.

4. Opportunistic Teaching **(30 min.)**

Objectives:
- Explain the idea of opportunistic teaching.
- Select Opportunistic Teaching ideas for figuring out and studying words found in The A.A. Preamble.

Material: Opportunistic Teaching, Word Study handout
(Alternative material for N.A. training
Opportunistic Teaching, Word Study - Who is an addict?)

Format: Full group
Pairs or small groups
Full group

Procedures:

A. Understand Opportunistic Teaching, Word Study.

Refer participants to the Opportunistic Teaching handout. Ask for a volunteer to read the first sentence aloud to the group.

Ask the group to identify the key points of opportunistic teaching and list these on the board. The list should include:
- the ideas come from the reading,
- the strategies and skills are noted during reading,
- the strategies and skills are developed after reading,
- a limited number of strategies or skills, 2 or 3, are selected.

Emphasize that the reading process is not interrupted to teach strategies or skills.

Explain that one skill that may be needed for reading A.A./N.A. materials and that can be practiced through opportunistic teaching is identifying new words.

List 5 ways of figuring out and studying new words on the board:
- sight words
- breaking words down
- root words
- word families
- context

B. Select Opportunistic Teaching strategies.

Explain to participants that you are going to have them break into pairs and use the reading process that they have been learning for the following activity:

Pre-reading

- preview the Opportunistic Teaching, Word Study handout;
- look at the five bullet points and select one of theses strategies to discuss;
- discuss what the strategy might involve;
- select how they will read the information on the strategy;

Reading

- read the description of the strategy using the technique selected;

After-reading

- decide if the strategy is a good one for them to use. If it is, try it. If it is not, look for another strategy;
- decide if you want to read more or if you are done, either because you have used all the strategies that interest you or because you are tired of the activity.

Have participants break into pairs and follow the steps above.

Bring participants back together as a large group and discuss what strategies they used and how it went. Ask if there are any additional strategies for figuring out or learning new words that anyone would like to share.

5. Wrap Up **(5 min.)**

Objectives:
- Share any final thoughts.
- Summarize what was covered.
- Lay the groundwork for Session 2.

Materials: None

Format: Full group

Procedures:

A. Share ideas and reactions to Session 1.

Invite the group to share their thoughts, reactions and suggestions based on Session 1.

B. Review Session 1.

Remind the group that in Session 1 the reading process and opportunistic teaching for figuring out and learning new words were talked about in detail. Point out that they used two techniques for reading material and also did a small amount of writing after reading The A.A. Preamble.

C. Prepare for Session 2.

Explain to the group that in Session 2, the reading process will be reviewed and additional techniques for reading material will be presented. There will be an chance to do more opportunistic teaching with new words. Also writing will be discussed in detail.

A.A./N.A.

Student/Tutor Training

Session 1

Handouts

A.A./N.A.
Student/Tutor Training
Session 1
Agenda

1. Introductions

2. The Reading Process (Preamble)
   - pre-reading
   - reading
   - after-reading

3. Getting Ideas Down (Preamble)

4. Opportunistic Teaching

The A.A. Preamble - Worksheet

What A.A. is	What A.A. isn't

Who is an addict? Worksheet

Most of us do not have to think twice about this question.

WE KNOW!

Read "Who is an addict?"

List the characteristics of addicts from the reading.

Opportunistic Teaching, Word Study
The A.A. Preamble

During reading, make a mental note of strategies or skills that are used and those that need to be developed. After reading, select two or three to work on together.

The following examples of ways to study words are taken from The A.A. Preamble:

- Sight Words

  Some words are best learned as sight words. Learning common words by sight will helps to make reading easier. Also, there are words which cannot be figured out and need to be learned as sight words.

  When studying sight words, select 3 to 5 words from the reading. Write these on flash cards. Practice them by: 1. looking at the word while reading it, 2. closing your eyes and picturing the words while you say it, 3. opening your eyes and looking at the word and reading it again. After practicing the words in this way, try mixing the cards up and reading the words.

  Possible sight words from The A.A. Preamble include:

  of
  with
  are
  only

- Breaking Words Down

  Some words contain parts of other words or smaller words in them. Finding these parts or smaller words can help you to figure out new words.

Words from The A.A. Preamble which can be broken down into parts or smaller words include:

alcohol	al co hol
alcoholics	al co hol ics
alcoholism	al co hol ism
anonymous	a non y mous

- Root Words

Longer words can be made by adding to words called root words. Finding the root word can help you figure out a word.

Examples of longer words and their root words from The A.A. Preamble include:

supporting	support
contributions	contribute
sobriety	sober

- Word Families

Knowing one word can help you figure out a new word with the same pattern. Words with the same pattern form a word family.

Examples of words from The A.A. Preamble which could be figured out using word families include:

<u>new word</u>	<u>family words which might help</u>
share	care
dues	blues, clues
wish	dish, fish

- Using Words in Context

The best help you can find to figure out a word is right in what you are reading. Choose a words that makes sense. Or ask if the word you tried makes sense. This is called using the context.

Working with words in context is a good way to figure out what words mean.

Examples of words from The A.A. Preamble which could be figured out from context include:

requirement	The only requirement for membership is the desire to stop drinking.
contributions	There are no dues or fees for A.A. membership; we are self-supporting through our own contributions.

Try using context to figure out this word from The A.A. Preamble and its meaning:

primary	Our primary purpose is to stay sober.

When practicing reading or writing words after reading a text, using words in sentences (in context) is helpful.

Examples of words from The A.A. Preamble used in other sentences include:

alcohol	I do not drink alcohol.
anonymous	I wish to remain anonymous.
alcoholics alcoholism	Alcoholics have a disease called alcoholism.
fellowship	The fellowship meets on Monday nights at 8:00 in the church basement.
sobriety	My sobriety is very important. I put it first in what I want to do today.

Opportunistic Teaching, Word Study - Who is an addict?

During reading, make a mental note of strategies or skills that are used and those that need to be developed. After reading, select two or three to work on together.

The following examples of ways to study words are taken from Who is an addict?:

- Sight Words

  Some words are best learned as sight words. Learning common words by sight will helps to make reading easier. Also, there are words which cannot be figured out and need to be learned as sight words.

  When studying sight words, select 3 to 5 words from the reading. Write these on flash cards. Practice them by: 1. looking at the word while reading it, 2. closing your eyes and picturing the words while you say it, 3. opening your eyes and looking at the word and reading it again. After practicing the words in this way, try mixing the cards up and reading the words.

  Possible sight words from Who is an addict? include:

  of
  was
  are
  about

- Breaking Words Down

  Some words contain parts of other words or smaller words in them. Finding these parts or smaller words can help you to figure out new words.

Words from Who is an addict? which can be broken down into parts or smaller words include:

progressive	pro gres sive
continuing	con tin u ing
addict	ad dict
institutions	in sti tu tions

- Root Words

Longer words can be made by adding to words called root words. Finding the root word can help you figure out a word.

Examples of longer words and their root words from Who is an addict? include:

finding	find
centered	center
progressive	progress
controlled	control

- Word Families

Knowing one word can help you figure out a new word with the same pattern. Words with the same pattern form a word family.

Examples of words from Who is an addict? which could be figured out using word families include:

new word	family words which might help
twice	dice, slice, mice, rice
know	snow, blow, low
life	knife, wife

- Using Words in Context

The best help you can find to figure out a word is right in what you are reading. Choose a words that makes sense. Or ask if the word you tried makes sense. This is called using the context.

Working with words in context is a good way to figure out what words mean.

Examples of words from Who is an addict? which could be figured out from context include:

continuous	We are people in the grip of a continuous and progressive illness.
controlled	Very simply, an addict is a man or woman whose life is controlled by drugs.

A.A./N.A.

Student/Tutor Training

Session 2

A.A./N.A. Session 2 Guidelines

1. Greetings **(5 min.)**

Objectives:
- Welcome participants to Session 2 of the orientation.
- Review what was covered in Session 1.
- Provide an overview of Session 2.

Material: Session 2 Agenda

Format: Full group

Procedures:

A. Welcome participants.

Tell participants that you are glad to see them again and let them know the importance of participating in the entire orientation.

B. Review Session 1.

Remind the group that in Session 1 the reading process and opportunistic teaching for figuring out and learning new words were talked about in detail. Point out that they used two techniques for reading material and also did a small amount of writing after reading The A.A. Preamble.

Ask for participants to identify:
- the 3 types of reading activities: pre-reading, during-reading, and after-reading;
- the 2 techniques for reading together that were introduced: listening and echo; and
- the ways for figuring out and learning words that were covered: sight, breaking down, root words, word families, and using context.

C. Introduce content of Session 2.

Explain to the group that in this session you will:
- review the reading process;
- learn additional techniques for reading material together;
- do more opportunistic teaching to figure out and learn new words; and
- discuss writing in detail.

2. Ways to read **(15 min.)**

Objectives:
- Review and learn techniques for reading together.
- Review the reading process.
- Apply reading process to Ways to Read handout.

Material: Ways to Read handout

Format: Full group
Pairs or small groups
Full group

Procedures:

A. Review the reading process as active and involving pre-reading activities.

Refer participants to the Ways to Read handout. Ask for a volunteer to read the first page aloud to the group.

Lead a discussion with the group to review the the key points:
- reading is an active process
- reading begins with pre-reading activities which include:
  discussing,
  brainstorming, and
  questioning.

B. Review the idea of during-reading activities. Point out that listening is one way to read together. There are several ways to read orally.

Read the first part of page 2 to the participants, i.e., During-reading activities, Listening (which is what they are doing), and Oral Reading (we are also doing this).

Point out the key points in the sections read to the participants:
- there are a number of ways to read material:
  listening is one way
  there are several ways to do oral reading

C. Review Echo Reading

Ask for a volunteer to model echo reading of the section "Echo Reading" on page 2.

D. Introduce assisted and silent reading.

Explain to participants that you are going to have them break into pairs and use the reading techniques that they have been learning for the following activity:

- Select one of the techniques for reading together that has been presented - listening or echo.
- Use the technique to read the section "Assisted Reading" on page 2.

Have participants break into pairs and read "Assisted Reading."

Discuss with the whole group what they learned about assisted reading and how the technique that they chose worked.

Have pairs decide either to continue with the technique or to try another technique. At this point the techniques to be considered include listening, echo, and assisted reading. Use the technique to read the section "Silent Reading" on page 3.

Discuss with the whole group what they learned about silent reading and how the technique that they chose worked.

Have pairs decide either to continue with the technique or to try another technique. At this point the techniques to be considered include listening, echo, assisted, and silent reading. Use the technique to read the section "After-reading Activities"on page 3.

Discuss with the whole group what they learned about after-reading activities pointing out that this discussion is an example of such an activity.

Wrap up the activity by having participants discuss the pros and cons of the different techniques for reading together, identifying which techniques they would like to try and which they don't think they want to try.

Note to the trainer - make sure that students are participating in the selection of techniques for future use.

3. Reading **(15 min.)**

Objective:
- Practice reading process and techniques.

Material: The Promises

Format: Full group
Pairs or small groups
Full group

Procedures:

A. Get ready to read.

Explain to the participants that they are going to work in pairs to read The Promises. Remind them:
- to use the three steps of the reading process and
- to work together to select the technique to use for reading the material.

B. Read.

Ask pairs to read The Promises.

Circulate, providing assistance if asked. Note any areas of the reading process that need to be reviewed.

C. Follow up to reading.

Lead a large group discussion of how the reading process went.

Provide a review of the reading process as needed based on observations while the pairs were working together.

4. Opportunistic Teaching **(10 min.)**

Objective:

- Practice opportunistic teaching techniques for figuring out and learning new words.

Material: Studying New Words (from The Promises) handout

Format: Full group
Pairs or small groups
Full group

Procedures:

A. Get ready.

Explain to the participants that they are going to work in pairs to study new words from The Promises.

Remind the group that addressing skills and strategies that come up in reading and writing activities is called opportunistic teaching.

B. Work on words.

Ask pairs to work on the Studying New Words (from The Promises) handout.

Circulate, providing assistance if asked. Note any areas that need to be reviewed.

C. Follow up.

Lead a large group discussion of how the activity went.

Provide a review as needed based on observations while the pairs were working together.

5. Writing **(25 min.)**

Objectives:
- Explain that writing is first of all a form of communication.
- Present 3 types of writing activities: pre-writing, during-writing, and after-writing.
- Practice writing in pairs.

Materials: Ways of Writing handout
Learning Log, Session 2

Format: Full group
Pairs
Full group

Procedures:

A. Introduce the writing process.

Refer participants to the Ways to Write handout. Read the first paragraph to the participants. Ask for a volunteer to state the main point of the paragraph:
- writing is communicating

Have a volunteer read the section "Before-Writing" to the group.

Ask the group how this first step of the writing process is similar to the first step of the reading process:
- both are ways to get ready for the activity
- both often involve discussion

Ask for a volunteer to model echo reading of the section "Ways to Write."

Ask for volunteers to read "Language Experience Approach," "Independent Writing," and "Sustained Writing." Model assisted reading as appropriate.

Read "After-Writing" to the group.

Lead a discussion summarizing the ideas in the after-writing section:
- respond to the content of what the author has written,
- work together to rewrite and edit,
- base rewriting and editing on the learner's own interest in skills and the intended audience for the writing.

B. Use the Language Experience Approach.

Explain to participants that you are going to have them break into pairs and use the Language Experience Approach to write about what they have learned in the orientation so far.

Have pairs work together to complete Learning Log, Session 2

C. Review the writing process.

Bring the group back together and discuss how the Language Experience Approach activity went.

Ask the group to identify the three kinds of writing activities and examples of each:

- pre-writing
  - brainstorming,
  - discussing, and
  - organizing and prioritizing lists.
- writing
  - language experience approach
  - independent writing
  - sustained writing
- after-writing
  - responding to the content of what the author has written,
  - determining what rewriting and editing to do,
  - basing rewriting and editing decisions on the learner's own interest in skills and the intended audience for the writing.

6. Evaluating Learning (10 min.)

Objectives:
- Explain the importance of evaluating learning regularly.
- Emphasize the collaborative nature of evaluating learning.

Material: Completed Learning Log, Session 2

Format: Full group
Pairs
Full group

Procedures:

A. Explore the role of evaluation

Explain that it is important to evaluate learning regularly so that learning activities stay relevant.

Point out that evaluation involves looking at what was done, evaluating how it went, and planning what to do next.

B. Understand collaboration in evaluation.

Emphasize that both tutors and students should participate in evaluating activities and in planning next steps.

C. Evaluate.

Have tutors and students work in pairs to review what they wrote on Learning Log, Session 2.

Ask them to discuss the content and decide if there is anything they wish to change or add.

Bring the large group together and share thoughts on the Learning Logs.

7. Wrap Up **(5 min.)**

Objectives:
- Share any final thoughts.
- Summarize what was covered in Session 2.
- Lay the groundwork for Session 3.

Materials: None

Format: Full group

Procedures:

A. Share ideas about Session 2..

Invite the group to share their thoughts, reactions and suggestions based on Session 2.

B. Review Session 2.

Remind the group that in Session 2 the reading process was reviewed and additional techniques for reading material were presented. There was a chance to do more opportunistic teaching with new words. Also writing was discussed in detail.

C. Prepare for Session 3.

Explain to the group that in Session 3, comprehension, and integrating reading and writing will be the focus. The final part of Session 3 will lay the ground work for planning ongoing tutoring activity.

A.A./N.A.

Student/Tutor Training

Session 2

Handouts

A.A./N.A.
Student/Tutor Training
Session 2
Agenda

1. Greetings

2. Ways to Read

3. Reading - The Promises

   a. review of the process

   b. practicing techniques

4. Opportunistic Teaching
   word study applied - The Promises

5. Ways to Write

6. Learning Log

Ways to Read

Reading is active like a sport, not passive like getting rained on. Readers need to make meaning of what they read. Their experiences and perspectives affect the meaning of a text they read.

Reading activities can be divided into three steps: before-reading, during-reading, and after-reading. Before-reading activities help readers to think about what they bring to the reading and decide what they want to get out of reading. During-reading activities help learners to decide how the reading is going. After-reading activities help learners to check in about what they read and decide on what they want to do next.

- **Before-reading activities**

  These activities get you ready to read.

  Discussing

  Sharing and listening to ideas is a good way to get ready to read.

  Brainstorming

  Thinking of everything you know on the topic you are going to read about is another way to get ready.

Questioning

Coming up with questions which you would like to be able to answer after reading the material gets your mind ready to learn the information which will answer these questions.

- **During-Reading activities**

  These activities keep you on track as you read. They help you to know if you are understanding the material and to ask new questions as you go along. Try using a pen or pencil to mark interesting passages, write questions in the margins of the text, and to underline new ideas or vocabulary. There are several ways to read materials.

  Listening

  It's fun, it's relaxing, and it works well especially if when someone feels out of practice reading.

  Oral Reading

  Many learners say that they understand what they read better when they read aloud because they can hear what they are reading. Reading aloud can be fun too. Learners and tutors can take turns reading aloud.

  Echo Reading

  This is a good way to read when you are trying to get started. The tutor reads a phrase or sentence, and then the learner reads it, like an echo.

Assisted Reading

In oral reading, it is not important that every word is read correctly. What is important is that the material is read in a way that the meaning is not lost. The tutor should assist the learner when misreading begins to affect the meaning.

Silent Reading

Most readers want to be able to read to themselves. How else can you read on a bus or in the doctor's office? All readers should try doing some silent reading. It might be hard at first but it gets easier with practice.

- **After-Reading Activities**

  It is good to talk about what we read. Depending on the purpose for reading, it may not be important to remember every detail. What is important is that we understand what we read and that we can answer the questions which we raised before reading? Sometimes our questions are not answered and then we might decide to explore a topic further.

Studying New Words (from The Promises)

Decide how you could best learn the following words. You may select more than one way to learn a word.

	Sight word make an X	**Root Word** write the root word	**Word Family** write another word from the family
freedom	_____	_____	_____
happiness	_____	_____	_____
regret	_____	_____	_____
comprehension	_____	_____	_____
scale	_____	_____	_____
experience	_____	_____	_____
disappear	_____	_____	_____
selfish	_____	_____	_____
attitude	_____	_____	_____
outlook	_____	_____	_____
people	_____	_____	_____
intuitively	_____	_____	_____
situations	_____	_____	_____

Studying New Words
Serenity Prayer

God, grant me the serenity

to accept the things I cannot change,

The courage to change the things I can,

And the wisdom to know the difference.

Study words - Use each word in a sentence.

serenity

_____

_____

_____

accept

_____

_____

_____

courage

_____

_____

_____

Ways to Write

Writing is communication. The first step in writing is to get the ideas on paper. Later, the writing can be reworked. It is important to do some writing with each lesson.

- **Before-writing**

  Use warm up activities to collect ideas, to plan, and to set a purpose. These include brainstorming, discussing, and organizing and prioritizing lists.

- **Writing**

  There are different ways to get ideas down on paper.

  Language Experience Approach

  In the language experience approach, the learner produces the ideas and to tutor acts as the secretary, writing the ideas down. The tutor takes down the learner's exact words as they are dictated. The writing activity is followed by reading what has been written. Dictating language experience stories is an especially good way to get started for individuals who are not used to writing and feel out of practice.

  Independent Writing

  As learners improve their writing skills, they will want to write more on their own. When they meet words which they do not know, they should feel free to invent spelling, write the first

letter of the word, or simply draw a blank. Later they can ask help from their tutor in spelling these words. Independent writing is not an all or nothing process. If learners feel the need of assistance as they go along, they should feel free to ask for it.

Sustained Writing

Sustained writing is a popular technique that helps learners develop a habit of writing. Tutors and learners should write at the same time. Decide on how long to write. Sometimes it is good to start with 5 minutes and work up to 10 minutes. Begin writing and write continuously. If you can't think of anything to say, write the same words, or how you feel about not being able to think of anything. Try not to stop until the time is up.

- **After-writing**

Respond to the content of what the author has written. Learners and tutors should work together to determine what rewriting and editing are important to the learner. These decisions will be based on the learner's own interest in skills and the intended audience for the writing.

Learning Log, Session 2

Keep a record to:

- review what you have learned,
- look at how your learning is going,
- plan your next steps.

- **Reading** (What and how you read, how it went, and what you want to read next.)

_____

_____

_____

_____

_____

- **Writing** (What and how you wrote, how it went, and what you want to write next.)

_____

_____

_____

_____

_____

- **Strategies and skills** (What you practiced, how it went, and what you want to do next.)

_____

_____

_____

A.A./N.A.

Student/Tutor Training

Session 3

A.A./N.A. Session 3 Guidelines

1. Greetings **(10 min.)**

Objectives:
- Welcome participants to Session 3 of the orientation.
- Review what was covered in Session 2,
- Provide an overview of Session 3.

Material: Session 3 Agenda

Format: Full group

Procedures:

A. Welcome participants

Tell participants that you are glad to see them again and remind them that this is the last session of the workshop.

B. Review Session 2

Remind the group that in Session 2 reading process and techniques and opportunistic teaching were reviewed, and writing was discussed in detail.

Ask for participants to identify:
- the 3 kinds of activities for both the reading and writing:
  pre, during, and after;
- techniques for reading which were introduced:
  listening; oral echo, assisted, and independent; and silent;
- techniques for getting ideas on paper:
  language experience approach, independent writing, and sustained writing;
- the ways that were covered for figuring out and learning words:
  sight, breaking down, root words, and word families.

C. Introduce the content of Session 3.

Explain to the group this session you will:
- explore comprehension;
- show how to integrate reading and writing; and
- plan for ongoing tutoring activities.

2. Comprehension (20 min.)

Objectives:
- Explore how text is understood.
- Understand that reading is reading with understanding.
- Read with the purpose of making meaning of what is read.

Materials: Can you comprehend this? handout
How It Works

Format: Full group
Pairs

Procedures:

A. Explore making meaning.

Pass out Can you comprehend this? handout and explain that the reading on the page are somewhat like a puzzle.

Read sentence 1 to the group. Ask who understands the sentence. If there are some participants who understand the sentence, ask them what in their experience helps them to understand it. If there are no participants who understand the sentence or if the explanation of what in the participant's experience helps him or her to understand it is not clear, explain that it is CB (citizen band radio) language. Ask participants who did not immediately understand the sentence to try to figure out what it means. What is the meaning of a "bear" (a state trooper), a "plain wrapper" (an unmarked police car), and "green stamps" (tickets). Ask for a volunteer to restate the sentence in common English words.

Ask participants why some members of the group understood the sentence right away and others did not. Make the point that understanding what we read depends on our background knowledge which often includes specific vocabulary.

Ask a volunteer to read sentence 2. Ask for someone in the group to explain the meaning of the sentence. If no one is able to, explain that the setting for the event is Scotland.

After the meaning of the sentence has been explained, point out that what made understanding the sentence difficult was lack of context. Context affects our understanding of what we read. Pre-reading activities are good for getting ready to use the context to understand what we are reading.

If the group is enjoying the activity, sentence 3 can be done in pairs, using a reading technique selected by the pair. Then bring the group back together and discuss the meaning of the passage. It is likely that some pairs will think it is about playing music and others will think it is about playing cards. Ask what made some think it was music, e.g., a recorder is an instrument, and what made other think it was cards, e.g., diamonds is a suit in a deck of cards. Continue, according to the interest of the group, to explore the meaning of "recorder" in the card-playing scenario (perhaps a tape recorder playing music in the background) and "diamonds" in music-playing scenario (perhaps a new engagement ring).

Conclude with the idea that meaning involves what is on the page as well as what is in our heads. Emphasize that as we read we make meaning and that meaning may be different from person to person.

B. Read to make meaning.

Explain that the group will work in pairs to read How It Works. Remind the group that the purpose of reading is to understand what is read. Explain that the reading process of pre-reading, during-reading, and after-reading activities promotes reading with understanding.

Refer to How It Works. Ask pairs to select a technique for reading the piece and then do the following activities:

- Pre-reading
  Take a minute or two to discuss what they know about the reading and what points it makes about how it works. (Many participants who are limited in reading skills will know the content of the passage from repeated readings at A.A. meetings.)
- During-reading
  Check in briefly asking: Is it making sense? Do we need to reread any part? Are we ready to continue?
- After-reading
  Discuss what the passage says about how it works. One member of the pair can record ideas.

Bring the pairs back together and ask for volunteers to share their thoughts on how it works.

Discuss how the activity went.

3. Reading and writing activity - 12 Steps Worksheet **(15 min.)**

Objectives:
- Combine reading and writing activities.
- Practice writing techniques.
- Write for a personal purpose.

Material: Step 1 Worksheet

Format: Full group
Pairs

Procedures:

A. Review writing techniques.

Ask the group to name ways of writing together:
language experience, independent, and sustained.

Remind the group that writing works best when it is done in steps:
- pre-writing
  discussing the topic
  making a plan
- during-writing
  getting ideas on paper using one of the writing techniques learned
- after-writing activities
  sharing
  responding
  proofing and editing as appropriate
  opportunistic teaching.

B. Write.

Have the group divide in pairs and complete the Step 1 Worksheet. Circulate around the room and provide assistance when needed.

C. Share.

Bring the group back together and discuss what they did and how it went. Ask individuals to discuss the pre-writing, during-writing, and after-writing activities they did. Also, ask them to tell what technique they used and how it worked.

4. Evaluating Learning **(15 min.)**

Objectives:
- Review the importance of evaluating learning regularly.
- Encourage collaboration in evaluating learning.

Material: Learning Log, Session 3

Format: Full group
Pairs

Procedures:

A. Review evaluating learning.

Ask the group to share ideas on the purpose and importance of ongoing evaluation of learning. Remind the group that evaluation should be a collaborative effort between the student and tutor.

B. Evaluate.

Ask pairs to evaluate their learning since Session 2, i.e., between Sessions 2 and 3 and in Session 3, using the Learning Log, Session 3 handout.

5. Next Steps **(15 min.)**

Objective:
- Plan for ongoing tutoring activities.

Material: Next Steps handout

Format: Pairs
Full group

Procedures:

A. Plan activities.

Ask the pairs to complete the Next Steps worksheet to provide information for ongoing learning and support.

B. Trouble shoot.

Bring the group back together and ask if there are any questions or concerns that they would like to share. Explain that you will answer those that you can now but that some questions might require that you find the information and get back to them.

6. Wrap Up **(15 min.)**

Objectives:
- Present materials for ongoing instruction
- Award certificates
- Evaluate workshop

Materials: The 12 Steps Workbook
Learning Log - Ongoing worksheet
Certificates
Workshop Evaluation form

Format: Full group

Procedures:

A. Distribute instructional materials.

Pass out The 12 Steps Workbook and explain that it can be used like the Step 1 Worksheet used earlier in the session. Explain that it is not to be done all at once, but step by step as the individual is ready to record his or her thoughts.

Pass out several copies of the Learning Log to each pair. Ask if there are any questions about how to use it.

B. Distribute certificates.

Present certificates to all participants who completed all three sessions of the workshop. Discuss options to complete the workshop with those who missed one or more sessions.

C. Evaluate workshop.

Distribute the Workshop Evaluation form and ask participants to complete it before leaving the workshop.

A.A./N.A.

Student/Tutor Training

Session 3

Handouts

A.A./N.A.
Student/Tutor Training
Session 3
Agenda

1. Greetings

2. Comprehension

3. Reading activity - How It Works

4. Ways to Write

5 Reading and writing activity - 12 Steps Worksheet

6. Learning Log

7. Next Steps

8. Workshop Evaluation

Can you comprehend this?

1. There is a bear in a plain wrapper doing flip flops around 78 and passing out green stamps. *

2. The notes were sour because the seams split. *

3. Every Saturday night, four good friends get together,. When Jerry, Mike, and Pat arrived, Karen was sitting in her living room writing some notes. She quickly gathered the cards and stood up to greet her friends at the door. They followed her into the living room but, as usual, they couldn't agree on exactly what to play. Jerry eventually took a stand and set things up. Finally, they began to play. Karen's recorder filled the room with soft and pleasant music. Early in the evening, Mike noticed Pat's hand and the many diamonds. As the night progressed, the tempo of play increased. Finally, a lull in the activities occurred. Taking advantage of this, Jerry pondered the arrangement in front of him. Mike interrupted Jerry's reverie and said, "Let's hear the score." They listened carefully and commented on their performance. When the comments were all heard, exhausted but happy, Karen's friends went home. **

* From: Dr. Susan Lytle, University of Pennsylvania.

** From: Anderson, Richard C., Reynolds, Ralph E., Schallert, Diane L., and Goetz, Ernest T., Frameworks for comprehending discourse. American Educational Research Journal, Fall 1977, Vol. 14, No. 4, pp 367-81.

Step 1 Worksheet

Copy Step 1.

Write an explanation of Step 1 in your own words.

Learning Log, Session 3

Keep a record to:

- review what you have learned,
- look at how your learning is going,
- plan your next steps.

- **Reading** (What and how you read, how it went, and what you want to read next. Include what you did between sessions.)

_____

_____

_____

_____

_____

- **Writing** (What and how you wrote, how it went, and what you want to write next. Include what you did between sessions.)

_____

_____

_____

_____

_____

- **Strategies and skills** (What you practiced, how it went, and what you want to do next. Include what you did between sessions.)

_____

_____

_____

_____

Next Steps

What do you want to do next?

work with someone in this group _____

have another person as a tutor _____

do you need the name of a tutor _____

tutor another person _____

do you need the name of a student _____

Name _____

How can we reach you? _____

For support
call
Name
at
Telephone Number

The

12

Steps

Workbook

Materials to help with reading and writing
The 12 Steps

Produced by
The Center for Literacy
636 South 48th Street
Philadelphia, PA 19143
with Section 353 funding from
The Pennsylvania Department of Education

This 12 Step Workbook is designed for tutors and students to use to continue reading and writing activities after participating in The Center for Literacy's A.A. Student Tutor Orientation. The orientation was designed to support tutoring activities to help adults develop the skills needed to participate fully in A.A. activities. We hope that you have learned the skills you need and that this workbook will help you continue on your way, participating more fully in A.A.

STEP 1

Copy Step 1.

Write an explanation of Step 1 in your own words.

STEP 2

Copy Step 2.

Write an explanation of Step 2 in your own words.

STEP 3

Copy Step 3.

Write an explanation of Step 3 in your own words.

STEP 4

Copy Step 4.

Write an explanation of Step 4 in your own words.

STEP 5

Copy Step 5.

Write an explanation of Step 5 in your own words.

Copy Step 6.

Write an explanation of Step 6 in your own words.

STEP 7

Copy Step 7.

Write an explanation of Step 7 in your own words.

STEP 8

Copy Step 8.

Write an explanation of Step 8 in your own words.

STEP 9

Copy Step 9.

Write an explanation of Step 9 in your own words.

STEP 10

Copy Step 10.

Write an explanation of Step 10 in your own words.

Copy Step 11.

Write an explanation of Step 11 in your own words.

STEP 12

Copy Step 12.

Write an explanation of Step 12 in your own words.

Learning Log - Ongoing

Keep a record to:

- review what you have learned,
- look at how your learning is going,
- plan your next steps.

You should plan and evaluate your work together. You may write one log together or write separate logs and share your writing.

- **Reading** (What and how you read, how it went, and what you want to read next. Include what you did between sessions.)

_____

_____

_____

_____

_____

- **Writing** (What and how you wrote, how it went, and what you want to write next. Include what you did between sessions.)

_____

_____

_____

_____

_____

- **Strategies and skills** (What you practiced, how it went, and what you want to do next. Include what you did between sessions.)

_____

_____

Workshop Evaluation

1. What did you like best about the workshop?

2. What did you like least?

3. What ideas that you learned will help you be a better reader?

4. What ideas that you learned will help you be a better writer?

5. Do you think that this workshop is useful for people in recovery?

6. What could we change to make it more useful?

Documentation and Recommendations for Program Implementation

Underlying Assumptions:

- Participants are active A.A. or N.A. members.
- The activities in no way replace participation in A.A. and N.A. programs.
- Participants have access to the A.A. or N.A. materials.
- Participants feel that adequate reading and writing skills are important to full participation fully in A.A. and N.A. programs.
- Potential students want to improve their reading and writing skills.
- Potential tutors want to help an A.A. or N.A. member improve his or her reading and writing skills.

The Original Plan

The original model involved working with student/tutor pairs who had an existing sponsee/sponsor relationship. One part of the plan was to recruit members of community A.A. and N.A. groups. To achieve this:

- An active member in the A.A. community became a key member of the project.
- Staff of A.A. Inner Group, the five county clearinghouse for A.A. materials, was informed about the project from the beginning and received regular updates.
- Information was mailed to 28 community groups.
- Presentations were made at 15 community meetings.
- Two trainings were held at a site convenient to groups throughout the city.

Limited interest was expressed in the project as a result of these activities.

The second part of the plan involved providing services to residents of rehabilitation centers. To achieve this:

- Information was mailed to 14 rehabilitation sites.
- Meetings were held with the staff of 11 sites.
- A training was held at one rehabilitation center.

Participation in the training was enthusiastic but ongoing instruction was not a goal of the participants.

Issues Encountered

In the community groups, it became apparent that there was resistance to the trainings as an activity outside of A.A. and N.A. Another factor could be that individuals who are focused on their rehabilitation may not feel that they have the time or energy to focus on reading and writing or their self-esteem may be too low to admit that need.

In the rehabilitation centers, scheduling was a major problem. While the idea of the training was received enthusiastically by staff, it was impossible to find time for the training in the residents' schedules. In addition, many of the residents did not have sponsors and, for those who did, their sponsors often lived in other areas of the city and were unable to attend the training. The final problem with the rehabilitation centers was that residents were there temporarily and were unwilling to make a commitment at such a transitional point in their lives.

The most effective form of recruitment for programs is word of mouth. One year does not allow time for a program to build a reputation. This may be particularly important when working with a group in which anonymity is key.

Revisions Made

Other ways of providing instructional support for A.A. and N.A. members were identified. Training and materials were made available through:

Inservice Meetings

A.A. and N.A. members already active in ABLE programs were shown how their instruction could support A.A. and N.A. participation by using A.A. and N.A. materials.

Small group instruction

Materials were used with existing ABLE groups whose members were in A.A. and N.A.

Recommendations

- Recruit A.A. and N.A. members through community groups and residences.
- Offer A.A./N.A. Student/Tutor trainings to respond to the needs of individuals recruited.
- Allow time for programs to grow as a result of word of mouth.
- Incorporate aspects of the A.A./N.A. training in agency wide trainings. The use of the materials to develop reading and writing skills makes an excellent example of using real world materials and of working to meet students' goals.
- Offer inservice training for A.A. and N.A. members already active in ABLE programs. Demonstrate to students and tutors that their instruction can support A.A. and N.A. participation by using A.A. and N.A. materials.
- Provide class and small group instruction using A.A. and N.A. materials with ABLE groups whose members are in A.A. and N.A.